DOCUMENT RESUME

ED 163 466 CS 204 507

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TITLE A Simple Procedure for Evaluating Textbooks for Their Treatment of Selected Groups That Minimizes Inter-Rater Variability.
PUB DATE Mar 78
NOTE 35p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (33rd, Washington, D.C., March 4-8, 1978)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Content Analysis; Cultural Education; *Ethnic Groups; Higher Education; *Minority Groups; Secondary Education; Teachers; *Textbook Bias; *Textbook Content; *Textbook Evaluation; Textbook Research; *Textbook Selection

ABSTRACT

The "Garcia-Armstrong Matrix System" provides specific instructions for evaluating the way textbooks depict ethnic/minority groups. The matrix is formed by evaluating individual sentences for their references to the activity or passivity of the target group and to the status of the target group in relation to other groups named in the same sentence. The evaluators then compare the percentage of sentences categorized in each cell of the matrix to the needs and expectations of those interested in the information. The simplicity of the matrix allows evaluators to examine several textbooks concurrently, even in conjunction with other evaluation procedures. (Appended text sentences and data allow readers to practice using the matrix.) (RL)

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A SIMPLE PROCEDURE FOR EVALUATING TEXTBOOKS FOR THEIR TREATMENT OF SELECTED GROUPS THAT MINIMIZES INTER-RATER VARIABILITY

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1978
Association for Supervision and Curriculum Development
Annual Meeting

San Francisco

CS204507

A SIMPLE PROCEDURE FOR EVALUATING TEXTBOOKS FOR THEIR TREATMENT OF SELECTED GROUPS THAT MINIMIZES INTER-RATER VARIABILITY

In recent years, representatives of racial and ethnic groups and representatives of women's groups have pressed for an enlarged role in decision-making at all levels. One thrust of this effort has been directed toward examination of instructional materials designed for use in the schools. Particularly, textbooks have come under intensive scrutiny as concerned individuals have attempted to discern how authors are treating certain groups both in terms of the quantity of information provided and in terms of the quality of information provided.

Interest in textbook evaluation of this type has generated a need for assessment procedures that can be used by large numbers of individuals after relatively short training periods and that yield patterns with respect to a single text that remain relatively constant regardless of who is doing the evaluating. Some presently available techniques have been fairly successful in meeting these twin criteria. Some have been relatively strong in one area, but weak in the other. At this point, it is fair to say that no single instrument has established itself as definitive.

In the absence of a clearly superior procedure, committees charged with making comparative judgments about textbook authors' treatment of certain groups properly must rely on a cluster of assessment techniques. The procedure being introduced here is suggested not as the ultimate solution to the problem. Rather, developers believe that it has potential

for providing some kinds of information not generally retrieved by other techniques, that its flexibility provides the possibility of targeting on almost any group of interest, and that it has particular strengths related to the issue of inter-rater reliability.

As a context for an introduction to the operational features of the Garcia-Armstrong Matrix System, it might be useful to discuss briefly several other techniques that have been widely promoted. One of these, the NEA Checklist, distributed by the National Education Association, identifies certain broad themes, makes a general prescriptive statement related to the theme, and then asks evaluators to respond to related questions focusing on a specific textbook with either a "yes" a "no" or a "not applicable." The questions are organized on the left-side of a sheet with columns headed by "yes," "no," or "NA" on the right. Each rater takes the textbook in question and makes appropriate check marks beside each questions in the columns on the right hand side of the checklist. For example, one of the major themes is "Cultural Pluralism." Under the "Cultural Pluralism" theme, the checklist makes the following prescriptive statement: "U.S. history textbooks should portray the cultural pluralism of our nation as a value to esteem and protect." Raters are asked to respond "yes," "no," or "NA" to questions such as "Does this textbook acknowledge the legitimacy of a variety of acceptable life styles" and "Does this textbook describe the multidirectional nature of U.S. history south to north, east to west, west to east?"

A strength of the NEA checklist is its ease of use. Little prior training is needed. But, there are several severe limitations. First of all, there is no specific direction regarding how content in an entire textbook is to be weighed in arriving at conclusions resulting in a checking of "yes," "no,"

or "NA." For example, it is quite possible that some sections of a text might indeed "acknowledge the legitimacy of a variety of acceptable life styles," whereas other sections might promote as acceptable only a narrowly-defined life style. No protocols are provided to help raters weigh the evidence in reaching a conclusion in such situations.

There is a serious question about reliability of judgments among numbers of individual raters using the NEA checklist. This results because of a lack of attention to operationalizing the criteria upon which judgments are to made. What, for example, does it mean for a text to "acknowledge the legitimacy of a variety of acceptable life styles?" Clearly different raters might place different interpretations on the intent of the phrase that could result in dramatic differences in judgments made with respect to single title. Because of failure to attend to operationalizing decision criteria, generalizing from ratings made according to the NEA checklist represents a very hazardous undertaking.

Another technique that has received a great deal of attention recently has been the Council on Interracial Books for Children's (CIBC) Stereotypes, Distortions and Omissions in U.S. History Textbooks (1977). The CIBC content analysis instrument specifically identifies the following ethnic or minority groups and restricts analysis of texts to content related to these groups: African Americans, Asian Americans, Chicanos, Native Americans, Puerto Ricans, and Women. In sections focusing on each of these groups, a list of specific "facts" are provided that reflect content frequently thought to be absent in textbooks that have not presented a balanced treatment of these groups. These facts are arranged on the left-hand side of the page. The rater is charged with looking through a textbook of interest with a view to determining whether each fact listed is present. On the right-hand

side of the page, columns of a checklist are provided. The rater, responding to each "fact" provided, is asked to place a check mark indicating whether the text (1) provided incorrect information, (2) provided no information, (3) failed to deal even with the historical period from which the "fact" was derived, (4) provided limited information, and (5) provided full information. A scoring system has been provided according to which a -2 is assigned to each "provide incorrect information" checked, a -1 to each "provided no information" checked, a 0 to each "failed to deal with historical period" checked, a +1 to each "limited information" checked, and a +2 to each "full information" checked. A total of points for each textbook reviewed can be computed. Texts with higher positive totals are thought to provide a more balanced treatment of the targeted group.

Though a great deal of work has gone into the CIBC instrument and it can provide some useful information, the procedure does have some limitations. Clear decision rules helping raters to distinguish between such categories as "provided limited information" and "provided full information" are lacking. Consequently, inter-rater reliability may well be a problem. Further, the textbook author, by implication, is held responsible for what he left out of the book as well as for what he put in. There is a thread of "guilt by omission" running through the CIBC procedure. The author, who may be quite sympathetic to concerns of the Council on Interracial Books for Children, but who, for reasons of space and topic priorities, chose to ignore certain topics in his textbook, may receive as low a rating as the author who did deal with those topics, but in an irresponsible way.

Finally, the CIBC procedure presumes a rather prescriptive deterministic view according to which history, properly, can only be viewed through what might be termed a "colonial model." According to this view, whites always oppress blacks, men always oppress women, and so forth. Certainly there is

no intention to suggest that an intelligent reading of history does not reveal that in many (perhaps even most) instances whites have oppressed blacks and men have oppressed women. The point to be made, however, is that the "colonial model" of history suggests an appealing, but rather simplistic interpretation of events according to which no alternative explanations for plights of given ethnic and other minority groups can be seriously entertained.

For example, one of the "facts" in the CIBC procedure states that "Chicano poverty is the result of past and present racism." (CIBC 1977; 66). Clearly flowing from the "colonial model," this "fact" suggests that racism, alone, contributed to "Chicago poverty." Surely a social problem as complex as poverty cannot be assumed to be the result of a single causative factor. The CIBC framework would have users believe that historians are at consensus with regard to issues that are complex and that the "facts" flowing from this "colonial model" consensus are to be taken as irrefutable. While motives of those responsible for developing the CIBC procedure surely cannot be faulted, in the zeal to redress unbalanced textual treatment they have developed criteria that flow from as rigid and slanted historical perspective as that they proprose to redress.

Another technique that has proved useful to committees charged with textbook evaluation has been Evaluation Coefficient Analysis (ECO) developed by David Pratt. (1972). ECO is a procedure that focuses on value judgments textbook authors make regarding specific groups or individuals. The procedure is quite simple to apply and yields interesting quantifiable comparisons among textbooks. Pratt has developed what he terms an "ECO Word List" (1972) that contains 295 total terms. Each term has been evaluated by Pratt, from a review in terms of empirical evidence, of whether it has a generally positive, a generally negative, or a generally neutral connotation. Positive terms have been marked with a +, negative terms

with a -, and neutral terms with a 0. In using the ECO procedure, the rater combs the textbook of interest for references to a given group in which some sort of judgment is being made. Terms used in each judgment are identified, and the rater turns to Pratt's "ECO word list" to determine whether the terms have a +, a -, or a 0 rating. When terms used are not contained in the "ECO word list," the rater makes up a synonym for the word that is in the word list and notes whether it is positive, negative, or neutral.

After all value judgments with regard to a target group (perhaps Blacks) have been made, total numbers of positive, negative, and neutral terms are computed. Using a formula provided by Pratt, a percentage results referenced to the number of generally positive, negative, and neutral terms. Comparative judgments between and among books can be made by referring to these percentage figures.

In terms of what it attempts to do, examine value judgments with regard to targeted groups, the Pratt approach is a useful tool. Raters can be trained to reasonable levels of inter-rater reliability and such training can be accomplished relatively quickly. Consequently, generalizability of ratings can be defended somewhat more strongly when trained evaluators use this procedure. For all its strengths, ECO analysis is not truly a comprehensive assessment procedure. The focus is exclusively on value judgments made relating to the targeted group. Such issues as kinds of information provided with regard to each group and quantities of information provided with regard to each group are beyond the scope of the procedure. Additionally, application of the technique can be time consuming in that raters are charged with paging through an entire textbook to find judgmental references to the target group of interest. No clear guidelines are provided to help raters locate such references quickly and efficiently.

The Garcia-Armstrong Matrix System for Textbook Analysis introduces several features that augment kinds of information provided by other available procedures. Additionally, the System, by operationalizing decision-rules has good potential for establishing high levels of inter-rater reliability. Ease of application is assured by clear guidelines for pinpointing specific sections of a textbook to which the rater must attend. These guidelines permit time savings not possible when procedures are used that require an entire textbook to be searched for relevant content. Further, the System is very flexible in terms of its focus. It can be used to gather data and render comparative judgments related to textbook authors' treatment of any group that can be identified in advance as a logical focus. Finally, the System focuses only on what has been put in the textbook. This feature assures that conclusions are based on what authors have done and not upon what their possible motivations might have been for failing to include consideration of certain topics in their books.

The System, of course, has limitations. As will be noted in the directions to follow, the individual sentence is the unit of analysis. Further, those sentences are located by exclusive reliance on topical headings included in the index. This practice assumes that indexing has been professionally done and is comprehensive. Further, it assumes that the complete thought in the individual sentence is the appropriate unit of consideration when judgments are made regarding the adequacy or inadequacy of an individual group's treatment. It is conceivable that other units of analysis, photographs or paragraphs, for example, might provide different general impressions than analysis based on sentences. The trade-off is one of accepting the sentence as a logical unit of analysis in exchange for the great advantage of having available operational decision rules that make it

relatively easy to assign individual sentences to the appropriate category as defined by cells in the Carcia-Armstrong Matrix. General Instructions follow in the next section.

DIRECTIONS FOR USING THE GARCIA-ARMSTRONG MATRIX SYSTEM

1. Select a target group (for example, Blacks) and several textbooks designed for use in the same course. Follow directions outlined in remaining steps for each textbook.

2. Look in the index to find pages on which material relating to the target group are to be found.

3. Turn to those pages, and identify all sentences in which there is either a specific mention of the target group by name (e.g. "Blacks"), a mention of an individual known to be a member of the target group (e.g. W.E.B. DuBois), or a mention of a pronoun whose antecedent is clearly the target group or a member of the target group (e.g. "They typically do ..." when the "they" clearly refers back to "Blacks" or to whatever other group might have been identified as the target group).

4. Examine each sentence individually to determine which category or cell of the matrix best describes it. In making this decision, read carefully operational decision-rules for assigning sentences to individual categories. When a sentence has been assigned to a given category, place a mark in the appropriate matrix cell. Follow this same procedure until all sentences have been considered and appropriate marks have been noted in appropriate matrix cells.

5. Next, determine the total number of sentences examined. Then, divide the total number of marks in each cell in the matrix to yield a percentage. This percentage will indicate the percentage of total sentences examined that were assigned to each category.

6. Comparative analyses can be made of percentages in each cell between and among the several textbooks being examined. Judgments can be made from these analyses that may vary in terms of the needs and expectations of those interested in the information.

OPERATIONAL DECISION-RULES FOR ASSIGNING INDIVIDUAL SENTENCES TO EACH CATEGORY OF THE GARCIA-ARMSTRONG MATRIX

(Please refer to the Matrix depicted in Figure 1 as these decision-rules are considered.)

Category 1A: (Sentences assigned to this category have no references to activity or passivity of target group nor are there references to the status of the target group vis a vis that of any other group.)

ACTIVITY/ PASSIVITY	1 No reference to status vis a vis other named groups	2 Indication of status equal to or higher than that of other named groups	3 Indication of status lower than than of other named groups	
No Reference to Activity or Passivity of Target Group				A
Activity characterizes Target Group				B
Passivity characterizes Target Group				C

Figure 1

MATRIX FOR USE IN THE GARCIA-ARMSTRONG
MATRIX SYSTEM FOR TEXTBOOK ANALYSIS

Category 1A (continued)

Rules: a. The sentence does not compare the target group with any other group that is specifically named in the sentence.

b. The sentence contains no references either to how the group acts upon the environment (activity) nor to how the group reacts to the environment (passivity.)

Category 1B

Rules: a. The sentence does not compare the target group with any other group that is specifically named in the sentence.

b. The sentence suggests that the target group tends to act on its environment rather than react to its environment. (Implies activity, not passivity)

Category 1C

Rules: a. The sentence does not compare the target group with any other group that is specifically named in the sentence.

b. The sentence suggests that the target group tends to to react to its environment rather than to act on its environment. (Implies passivity, not activity)

Category 2A

Rules: a. The sentence suggests that the target group enjoys a status equal to or higher than that of other groups specifically named in the sentence.

b. The sentence contains no references either to how the group acts upon the environment (activity) nor to how the group reacts to the environment (passivity).

Category 2B

Rules: a. The sentence suggests that the target group enjoys a status equal to or higher than that of other groups specifically named in the sentence.

b. The sentence suggests that the target group tends to act on its environment rather than react to its environment. (Implies activity, not passivity)

Category 2C

Rules: a. The sentence suggests that the target group enjoys a status equal to or higher than that of other groups specifically named in the sentence.

b. The sentence suggests that the target group tends to react to its environment rather than to act on its environment. (Implies passivity, not activity)

Category 3A

Rules: a. The sentence suggests that the target group enjoys a status lower than that of any other groups specifically named in the sentence.

b. The sentence contains no references either to how the group acts upon the environment (activity) nor to how the group reacts to the environment (passivity).

Category 3B

Rules: a. The sentence suggests that the target group enjoys a status lower than that of any other groups specifically named in the sentence.

b. The sentence suggests that the target group tends to act on its environment rather than to react to its environment (implies activity, not passivity)

Category 3C

Rules: a. The sentence suggests that the target group enjoys a status lower than that of any other groups specifically named in the sentence.

b. The sentence suggests that the target group tends to react to its environment rather than to act on its environment. (Implies passivity, not activity)

General Ground Rule: Whenever there is doubt regarding categorizing a sentence as belonging to Category 1A or to some other category, assign the sentence to 1A. This conservative approach is designed to assure that other categories are reserved for sentences in which very clear references are made to issues relating to activity/passivity and to status.

GENERAL CHARACTERISTICS OF EACH MATRIX CATEGORY

Category 1A. (No reference to status vis a vis other named groups and no reference to activity or passivity of target group) Category 1A is

basically a "neutral" category. Sentences of this type present information that makes no reference (or at least no clear reference) to issues relating to activity and passivity or to status. The following sentences are examples of Category 1A sentences:

> In 1910, the Black population of Chicago was 150,000.
>
> In California, Japanese make up less than 15% of the total population.

Category 1B . (No reference to status vis a vis other named groups and a suggestion that activity characterizes the target group.) This category is used for sentences describing members of the target group who seem to be more clearly controlling events than being controlled by events. No comparative references to other groups are mentioned specifically in the sentence. The following sentences are examples of Category 1B sentences:

> Justin Peterson, a Black, led the group to safety in the lower valley after a narrow escape during a howling High Sierras blizzard.
>
> Blacks voted in large numbers and succeeded in securing a number of seats on the County Council

Category 1C. (No reference to status vis a vis other named groups and a suggestion that passivity characterizes the target group) In general, sentences in this category make no reference to status and imply an almost fatalistic "what will come will come" attitude on the part of the target group. The following sentences are examples of Category 1C sentences:

> The old Indian put his weapon aside and awaited his fate.
>
> The docile Puerto Rican children huddled together and seemed to be totally confused by the situation.

Category 2A. (Target group's status is equal to or higher than that of other named groups and no reference is made to target group's activity or passivitiy). In sentences of this type, there usually is a simple

description implying the target group to be either equal to or superior in status to any other specifically named group. (The other group must be named. Its existence cannot simply be implied from the context of the sentence.) Though the target group is portrayed as having a status higher than that of any other named group, no particular mention is made of any particularly active role played by target group members in controlling events. The following sentences are examples of Category 2A sentences:

> The scout at the flap of the tent bowed low to greet the Indian representatives but simply stared straight ahead when Percy, the Black guide, came up and prepared to go in for the meeting. (Assumes Indian target group)
>
> The city park department kept graves well-tended in the Puerto Rican section of the old cemetery, but weeds were everywhere in the Black section. (Assumes Puerto Rican target group)

Category 2B. (Target group's status is equal to or higher than that of other named groups and the target group's members are portrayed as working actively to control events.) Sentences in this category depict target group members in a favorable light in which they appear to act on the environment in a way that reflects positively on the status they enjoy as compared to members of other named groups. The following sentences are examples of Category 2B sentences:

> The Puerto Rican players carried their Black captain on their shoulders after the victory. (assumes Puerto Rican target gro
>
> Frequently Japanese, equipped with sidearms, were hired as foremen who walked the tracks and barked orders at the perspiring Chinese laborers. (assumes Japanese target group)

Category 2C. (Target group's status is equal to or higher than than of other named groups and the target group's members are portrayed as tending to passively respond or react to events). Sentences in this category portray the target group as having a status that is high relative to other named groups. But target group members are depicted as playing passive, follower sorts of roles rather than active, leadership sorts of roles. The following

sentences are examples of category 2C sentences:

> The German officers stood in the first row followed in the second row by the Bulgarian officers as the Allied Commander began collecting the swords symbolizing surrender. (assumes Germans are target group)
>
> The boss of the prison kitchen saw to it that the Japanese prisoners were fed before the Korean prisoners. (assumes Japanese are target group)

Category 3A. (Target group's status is lower than that of other named groups and no references are made to target group's activity or passivity). Sentences in this category suggest that the target group enjoys a low status relative to other named groups. No particular references are included that relate to the members of the target group either acting on their environment or reacting to their environment. The following sentences are examples of category 3A sentences:

> In 1905, Blacks earned 46% on average than did Whites. (assumes Blacks are target group)
>
> Mexican-Americans in Texas on the average drive less expensive and older cars than do Italians in Texas. (assumes Mexican-Americans are target group)

Category 3B. (Target group's status is lower than that of other named groups and the sentence refers to target group members working actively to control events). Sentences of this type depict members of a low status target group who are characterized as actively seeking to influence events. The following sentences are examples of category 3B sentences:

> The South African officers had their all white troops move in quickly on the Black youths who were attempting to form a protective cordon around the Black student who had thrown a Molotov cocktail at the Parliament Building. (Assumes Black target group)
>
> After the Council refused to amend the ordinance giving Whites exclusive rights to the favored seats in the front of the bus, Black leaders organized a successful economic boycott of White-owned businesses. (Assumes Black target group)

Category 3C. (Target group's status is lower than that of other named groups and there is a suggestion tha t passivity characterizes the target group). Sentences in this category compare the target group unfavorably, in terms of status, with other named groups. Further, the members of the target group are described as playing roles as followers rather than as leaders. The following sentences are examples of Category 3C sentences.

> The Black troops cowered in their bunkers and hoped no mortar would find them while the crack White troops moved quickly to form a new skirmish line. (Assumes a Black target group)
>
> In the evenings, the Blacks would sit on the grass while, on the porch above, the White minister assured them that in heaven they would find their reward. (Assumes Blacks are target group)

SUMMARY

Certainly use of the Garcia-Armstrong Matrix System, alone, will not provide a comprehensive assessment of textbooks' ethnic group and minority group contents. However, the procedure does represent an expansion of techniques presently available. More specifically, the Matrix system provides decision-rules that are more operational in nature than those found in many other evaluation procedures. The Matrix System also is characterized by a flexibility that permits it to be applied with respect to any ethnic group or minority group that might be of interest to textbook evaluators. Finally, the system is uncomplex and can be mastered quickly by classroom teachers, curriculum specialists, and laymen interested in comparative assessments of texts . Used in conjunction with other available procedure, the Garcia-Armstrong Matrix System has promise of extending the range of information available to those charged with the important responsibility of making judgments about the adequacy of textbook treatments of groups that have not always been fairly depicted.

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APPENDIX A: Sample Sentences for Practicing Use of the Garcia-Armstrong Content Analysis System

Let Freedom Ring. A United States History
Joseph H. Dempsey. Silver Burdett Company, 1977.

p.344

1. Blacks were a vital force as voters in the Republican machines that were swept into office in every southern state.

2. The central figures are (left to right) Blanche K. Bruce, Frederick Douglass, and Hiram R. Revels.

3. During the Reconstruction period two blacks--Hirma R. Revels and Blanche K. Bruce of Mississippi--were elected to the Senate.

4. At the same time more than a dozen blacks served in the House of Representatives.

5. Most of the black congressmen had good educational backgrounds and were well qualified for public service.

6. A story that has come down through the years is that black officials ruthlessly took over full power in the legislatures and state houses of the South.

7. However, the sight of any black faces among government officials angered most white Southerners.

p. 360

8. Another famous mountain man was James Beckwourth.

9. Born in Virginia--probably into slavery--Beckwourth grew up in St. Louis as a free black.

10. While still in his teens, he went west.

11. He took part in a fur-trading expedition to the Rocky Mountains.

12. For eleven years Beckwourth lived with the Crow Indians, who gave him the anme of Morning Star.

13. According to one story, he became chief of the Crow tribe and often led them in battle.

14. Later, Beckwourth became an army scout and ran trading posts.

15. Soon after gold was found in California, he discovered a pass through the Sierra Nevada.

16. James Beckwourth spend most of his life roaming through the mountains of the West.

p. 366

17. While the men of the Range were mainly of English or Irish descent or birth...the Southwest added...numerous men of Mexican extraction, and a more than occasional Negro, with here and there men...partly Indian.

p. 565

18. The Voting Rights Act of 1960 eventually enabled more black citizens to register and vote.

19. About 250,000 blacks and whites gathered at the Lincoln Monument in Washington, D.C., in the largest mass demonstration ever held in the nation's capital.

20. They urged Congress to pass more civil rights legisiation.

21. Robert C. Weaver became the first black person to attain Cabinet rank.

22. He was chosen by President Lyndon B. Johnson to serve as head of the recently formed Department of Housing and Urban Development.

23. A clash between blacks and white police started violent disorders in the Watts section of Los Angeles.

24. President Johnson said that blacks in urban ghettos had rightful complaints, but stated that they were no excuse for violent disorders.

25. In 1965 Martin Lurther King, Jr., led a march in Alabama in support of a campaign to ensure black citizens of their voting rights.

p. 566

26. Thurgood Marshall became the first black person to be a justice of the Supreme Court.

27. He was appointed by President Lyndon B. Johnson.

28. Martin Luther King, Jr., the advocate of nonviolence, was assassinated in Memphis, Tennessee.

29. Shirley Chisholm of New York became the first black woman ever elected to Congress.

30. By 1973 there were 13 black members of the House of Representatives and one black senator, Edward W. Brooke of Massachusetts.

31. The department issued guidelines compelling contractors to hire a certain quota of black workers on projects financed with more than $500,000 in federal tax money.

32. The United States Census Bureau announced that black families' median income had risen nearly 100 percent in the decade of the 1960's, while white families' income rose by 69 percent.

33. Black families were catching up.

34. But they still earned less than two thirds as much as whites.

35. Black families' median income in 1969 was $6,067 compared with whites' $9,961.

36. Some blacks, like this computer programmer and the architect below, have made substantial economic gains in recent years.

37. What obstacles still bar progress for many other blacks?

p. 567

38. Lieutenant General Daniel James, Jr., much-decorated Air Force fighter pilot and commander, was nominated as the first four-star black general in the history of the United States armed forces.

39. General James graduated from Alabama's Tuskegee Institute in 1942 and entered the Army Air Corps.

40. He once joined other black pilots in a sit-in at a white-only officers' club during the military's segregated era.

41. Unlike black Americans, who have spread to all regions of the United States, Mexican-Americans have stayed mainly in the Southwest.

p. 560

42. Booker T. Washington was born into slavery in 1856 in Franklin County, Virginia.

43. Having been freed by the Thirteenth Amendment, he worked hard and graduated from Hampton Institute in 1875.

44. Six years later he became president of the newly founded Tuskegee Institute in Alabama.

45. There, within a decade, he emerged as the top spokesman for black Americans.

46. As a leader of his race, Washington was invited to speak at the Cotton States International Exposition at Atlanta, Georgia, in September 1895.

p. 561

47. Born in New England, William E. B. Du Bois was none years younger and had a more extensive education than Booker T. Washington.

48. In 1895 he received a Ph.D. degree in history from Harvard University.

49. Immediately thereafter he bagan a successful career of teaching and research mainly at Atlanta University.

50. Du Bois was impatient with Washington's program to advance the status of Afro-Americans.

p.343

51. The occupying forces were ordered to register all male voters - black and white.

52. When registration was completed in the ten states, 703,000 black males had been registered against 673,000 white males.

53. Five states had a majority of black voters -- Florida, Alabama, Louisiana, South Carolina and Mississippi.

p.345

54. Among the blacks elected to the new state government were many able lawmakers.

55. Yet, except for a short time in South Carolina when they had a majority in the lower house, blacks did not control any state legislature.

56. Carpetbaggers were Northerners who had come South to help the blacks register, vote and gain power.

57. More than anything, they increased the freedoms available to all people, black or white.

p. 346

58. The Fifteenth Amendment was deeply rooted in politics, however few Republicans knew that blacks would vote their way.

59. Black voters could expect equal rights only as long as a northern army patrolled the deep south.

60. Black people could be free only when northern guns were in sight.

61. They began organizing secret societies to terrorize black voters.

62. They hoped either to keep the blacks from voting or to make them vote Democratic.

63. No records were kept, but estimates indicate that at least 2,000 blacks were killed by the Klan and other groups.

p. 347

64. Decidedly different was testimony given by William Coleman, a black resident of Macon, Georgia.

Text:

The Impact of our Past. A History of the United States (2nd ed.) Bernard A. Weisberger. McGraw-Hill Book Company, 1976.

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1. Almost all of them disliked Negroes and "black Republicans."

2. Many came to feel that the war was being fought to free Negroes, who would then compete with white laborers for jobs and status.

3. Blacks were special targets of mob rage.

4. A Negro orphanage was burned, and dozens of blacks were lynched.

5. How did Negroes contribute to a Union victory?

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6. In July 1863 mobs in New York City rioting against the draft looted and burned homes and even tried to kill the children living in a Negro orphanage they had burned.

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7. Members wore hoods and robes, like those in the 1868 photograph at the left, to keep their identities secret and to terrorize Negroes.

8. A few black candidates were elected and served in both houses of Congress.

9. The very sight of black men in seats of power was a sign that a social revolution was taking place in the South.

10. That meant white control of the states, though not necessarily barring all blacks from government.

11. White election officieals found ways to cheat Negroes of the vote.

12. Many organizations of whites took fanciful names and set out to frighten blacks away from the polls.

13. These costumes were supposed to frighten the superstitious "darkies."

14. It was a terrorist group, whose purpose was to frighten Negroes by whipping burning, and shooting blacks bold enough to claim their constitutional rights.

15. The Klan's hate-filled propaganda dimmed chances of cooperation between blacks and whites in rebuilding the South.

16. The blacks themselves fought back as best they could through organizations and defense associations of their own.

17. But gradually, the blacks began to lose ground, just as they had at the tim of the black codes in 1865.

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18. It enforced the unwritten law that Negroes must live as underlings.

19. But in the postwar South, it was used primarily against blacks.

20. Such violence was based on the false idea that Africans were "savages."

21. Since the African Negro, according to one book of the period, had achieved nothing "of the least service to mankind," the American Negro must--through fear--be made to behave.

22. Armed with this view of the past and a genuine fear of black retaliation for years of enslavement, "civilized" whites lynched thousands of blacks accused of crimes from insulting a white person to murder.

23. In 1893 a black man named Henry Smith was accused of the murder of a three-year-old white girl in Paris, Texas.

24. A posse was deputized to bring him in.

25. Captured far from Paris, Smith confessed after his first night with the posse.

26. Over 10,000 people, shouting for revenge (left), "sentenced" him to burn at the stake.

27. Across the country between 1890 and 1920, 2,523 Negroes were executed without a trial.

28. Negroes, and some poor whites, were subjected to other cruelties as well.

29. Even when legally tried, those accused of crimes faced a bitter experience if convicted.

30. Often they were sent to chain gangs (lower right) or to work on roads or in state-owned lumber camps, quarries, or farms.

31. In 1893 a Negro is lynched for the murder of a three-year-old girl in Texas

32. Below: A chain gang of Negro prisoners at work.

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33. William Du Bois (above) opposed Washington's emphasis on vocational rather than academic training and his apparent willingness to wait for equal right

34. Du Bois felt that Negroes must speak out constantly against discrimination oppression.

35. Supporters of Du Bois' views met in Niagara Falls, Canada, in 1905 (right) to organize a program of public action for the constitutional right of America's blacks.

36. Washington was a devoted early promoter of black capitalism.

37. He held frequent meetings to encourage Negro farmers to buy and improve more land.

38. He also was a leader in forming the National Negro Business League, which helped black businessmen get loans and information vital to success.

39. White leaders listened to Booker T. Washington on racial matters in part because they liked his soft-spoken, peaceful approach.

40. Actually, Washington was indirectly working against disfranchisement and segregation laws.

41. But he wanted those white people who dominated national life to support his program of up-grading the Negro's economic status--in his view, the best long-run method to end Jim Crow.

42. But this style offended some young blacks.

43. Their anger was sharpened by the increasing number of segregation laws and by a series of race riots in both the South and the North.

44. A number of youthful Negro thinkers challenged Washington publicly.

45. One of the best known was William Edward Burghardt Du Bois (left).

46. Born in 1868 in Massachusetts, Du Bois attended Fisk University, then did advanced studies at Harvard and in Europe.

47. He became a pioneer in the field of sociology (the scientific study of social behavior).

48. Du Bois thought that Washington was too concerned with moneymaking.

49. In a book called The Souls of Black Folk, published in 1903, Du Bois argued that blacks had gifts of what would now be called "soul" which could not be measured in dollars.

50. Later he wrote that the Negro race, like all races, would be "saved by its exceptional men," such as philosophers, poets, and scientists.

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51. Only schooled blacks could do such work.

52. After 1865 such Afro Americans leaders came from two places: the black churches and the black colleges.

53. Negro numbers of American churches organized separately in far greater numbers than they had before the civil war.

54. Hundreds of thousands of Colored Baptists, African Methodists, and members of other religious bodies gave the rituals of white Christianity a black style.

55. More important, black ministers became experienced in organizing their members for common action.

56. To blacks they were what Harvard was to the little Massachusetts colony in 1636--a place to train future leaders.

57. One such school, Virginia Hampton Institute, produced one of the best known of all black Americans.

58. He was the small boy at the beginning of this chapter - Booker T. Washington.

59. After graduating from Hampton he was inspired by the idea that rural Southern Negroes should stay in the South and strive for economic independence instead of moving North to the cities.

APPENDIX B: The Garcia-Armstrong Ethnic Content Matrix Complete with Data from the First 25 Sentences of Two Texts

ACTIVITY/ PASSIVITY	1 No reference to status vis a vis other named groups	2 Indication of status equal to or higher than that of other named groups	3 Indication of status lower than than of other named groups	
No Reference to Activity or Passivity of Target Group	8	4	0	* A
	2	2	2	#
Activity characterizes Target Group	10	3	0	* B
	4	0	0	#
Passivity characterizes Target Group	0	0	0	* C
	11	1	3	#

MATRIX FOR USE IN THE GARCIA-ARMSTRONG
MATRIX SYSTEM FOR TEXTBOOK ANALYSIS

WITH SAMPLE DATA FROM TWO TEXTS

* Data in these rows taken from the first 25 sentences in Let Freedom Ring.

Data in these rows taken from the first 25 sentences in The Impact of our Pas

APPENDIX C

CONSIDERATIONS FOR A MORE COMPREHENSIVE EVALUATION SCHEME

Introduction

The Garcia-Armstrong instrument represents a "low inference" approach to textbook evaluation. The strength of the procedure is that, by emphasizing clearly operational decision-rules, variability among individual textbook raters is minimized. The instrument reflects a design bias favoring a relatively limited focus in exchange for a relatively high degree of inter-rater reliability.

To some, the limited focus may be too restrictive. They may wish to develop a more comprehensive textbook evaluation procedure that, in addition to the "low inference" approach represented by the Garcia-Armstrong instrument, might also include more subjective measures. While these subjective approaches (sometimes referred to as "high inference" approaches because conclusions from the data demand a good deal of subjective interpretation and because inter-rater reliability may be low) may provide less consistency among raters, still they are attractive because of their broad focus.

Most subjective approaches encourage the rater to skim the material to determine whether coverage has been adequate in pre-identified areas of interest. A typical scheme of this kind might involve questions and issues such as those developed below. Information derived from a "high inference" survey of this kind can be especially useful when combined with that from a "low inference" approach such as the Garcia-Armstrong instrument. Taken together, a combination of a "high inference" and a "low inference" approach to textbook evaluation begins to move in the direction of truly comprehensive materials assessment.

A Format for a More Subjective Evaluation of Textbooks: General Instructions

I. Review the table of contens to identify sections and chapters that focus on ethnic groups.

Il Skim the text and look for answers to the following questions:

A. Do key topics treated provide important understandings with regard to the following groups?

1. Black Americans, with respect to

a. African life

b. Slavery

c. Free Blacks

d. Reconstruction

e. Black Migration

f. Black Renaissance

g. Black Resistance to Prejudice and Discrimination throughout all of U.S. history

h. General contributions of Black Americans

i. Famous Black Americans

j. Special problems and issues relating to Black Americans

2. Chicanos, with respect to

a. Pre-Columbian tribes in the days before the arrival of the Spanish explorers.

b. Europeans vs. Aztecs and other Southwestern tribes

c. Secession of Texas and its annexation to the United States

d. Mexican War

e. Historical description of Chicano resistance to prejudice and descrimination and examples of Chicano organizational efforts in labor and community affairs

f. Mexican immigration to the United States and its effect on the Chicano

g. Famous Chicanos

h. Urban Chicanos

i. Contributions of Chicanos

j. Special problems and issues relating to Chicanos.

3. Native Americans, with respect to

a. Pre-Columbian America

b. North American tribes and their interactions with European explorers.

c. Acquisition of Indian land and westward expansion.

d. Bureau of Indian Affairs and reservation life

e. Treaties and Congressional acts affecting Native Americans.

f. The changing Native Americans

g. Contemporary Native American life

h. Famous Native Americans

i. Special problems and issues relating to Native Americans

4. White Americans, with respect to

a. European life

b. Events that precipitated the immigration to the United States of European groups

c. Initial immigrant contacts with established Americans.

d. "Old immigrants" versus "new immigrants"

e. Historical description of White Ethnics remaining ethnic and, at the same time, becoming Americans.

f. Group resistance to prejudice and discrimination

g. Life styles of White ethnics

h. Famous White ethnic Americans

i. Contributions of White ethnic Americans

j. Special problems and issues relating to White ethnic Americans

B. Does the textbook include information providing answers to the following "key questions" when describing ethnic groups?

1. Why did each ethnic group emigrate from its homeland?

2. When did each ethnic group come to the United States. Where were the initial contacts with Americans (both White and Non-white)?

3. What were the major interactions through history involving White Americans and ethnic groups?

4. Are descriptions of ethnic groups accurate, and is stereotyping avoided?

5. To what extent does the textbook reinforce possibly inaccurate initial American (White and Non-white) perceptions of ethnic groups?

6. Are problems and accomplishments of ethnic groups set in a proper historical perspective?

7. Does the textbook draw distinctions between experiences of White ethnic groups and of Non-white ethnic groups in the United States?

C. Does the textbook use integrated material or highlight material to describe ethnic groups?

D. Does the textbook include primary source materials in sections including content relating to ethnic groups?

E. Do study questions in the textbook include references to ethnic groups?

F. Does the textbook include content suggesting common experiences that are part of the history of several ethnic groups? (For example, immigration)

G. Does the textbook indicate that many public and private decisions made regarding ethnic groups involved choices between competing and conflicting values?

III. List below selected examples of (1) highly positive statements regarding ethnic groups and (2) highly negative statements regarding ethnic groups.

A. Highly positive statements

B. Highly negative statements

APPENDIX D

Examples of Other Textbook Evaluation Instruments

I

Sample Page from the NEA Checklist

CULTURAL PLURALISM

I. U.S. history textbooks should portray the cultural pluralism of our nation as a value to esteem and protect.

Does this textbook-

	Yes	No	NA
a. Indicate that minority groups have contributed to the growth and development of the United States, often while trying to retain and maintain their own identity and pride?			
b. Present diversity of race, custom, culture, and belief as a positive aspect of our nation's heritage?			
c. Present the environmental and historical influences which have been instrumental in developing various group attitudes and characteristics?			
d. Acknowledge the legitimacy of a variety of acceptable life styles?			
e. Describe the multidirectional nature of U.S. history: south to north, east to west, west to east?			
f. Acknowledge the right of the individual to choose cultural identity with his or her group or assimilation with the dominant culture?			
SUMMARY OF RESPONSES			

CHICANO TEXTBOOK CHECKLIST

Title _____

Publisher _____ Year _____ Grade Level _____

There are 18 criteria to be scored. The highest possible rating is +36.,
The lowest is -36. This text scores _____.

	Incorrect Information -2	No Information -1	Omits This Period 0	Limited Information +1	Full Information +2
1. The Native peoples of central and southern Mexico had attained high levels of civilization before the arrival of Spaniards.					
2. Many cities in the Southwest U.S. were originally settled by La Raza.					
3. U.S. citizens living in Texas were foreign guests of Mexico.					
4. The U.S. takeover of Texas was a conspiracy planned by pro-slavery forces.					
5. Mexican forces were defenders, not invaders, of Texas.					
6. Texas and California had large non-Anglo populations.					
7. The war against Mexico was not caused by cultural conflicts, but by U.S. expansionism.					
8. The war against Mexico was considered unjust by many U.S. citizens of that time.					
9. The U.S. won almost a third of its present territory through the Mexican-American war.					
10. The Treaty of Guadalupe Hidalgo was not honored by the U.S.					
11. For many years after the end of the war, Chicanos resisted the U.S. takeover of their country.					
12. The development of the Southwest was not achieved solely by Anglos.					
13. The recruitment and deportation of Mexican workers have reflected the needs of U.S. business.					
14. Racism and violence against Chicanos was widespread through World War II.					
15. Chicanos have an ongoing history of resistance to oppression.					
16. The struggle of the United Farm Workers' Union has met violent resistance by a combination of powerful forces.					
17. Most Chicanos are urban dwellers and non-farm workers.					
18. Chicano poverty is the result of past and present racism.					
Total					
Textbook Final Score					

II
Sample Material from Council on Interracial Books for Children's Stereotypes, Distortions and Omissions in U.S. History Textbooks (1977)

III

ECO Word List*

Some examples

	rating of term		rating of term
calm	+	dishonest	-
capable	+	disloyal	-
careful	+	distinguished	+
charitable	+	drunk	-
charming	+		
cheap	-	eager	+
chivalrous	+	elegant	+
civilized	+	eloquent	+
clean	+	enduring	+
clever	+	energetic	+
cold	-	enthusiastic	+
colorful	+	experienced	+
common	0	expert	+
complex	0	extremist	-
conscientious	+		
conspirator	-	failure	-
corrupt	-	fair	+
courageous	+	faithful	+
coward	-	false	-
crafty	0	famous	+
criminal	-	fat	-
cruel	-	fearful	-
cultured	+	fearless	+
		feeble	-
daring	+	ferocious	-
dauntless	+	fierce	-
dear	+	fiery	0
dedicated	+	fine	+
delicate	+	foolish	-
delightful	+	foreign	0
dependent	0	free	+
deserter	-	friendly	+
determined	+	furious	-
devoted	+		
devout	+	genious	+
dictator	-	gentle	+
dirty	-	gentleman	+
disgruntled	-	gifted	+

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* Terms taken from the Evaluation Coefficient System developed by David Pratt (1972).